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ABSTRACT

The elementary program of career education, patterned after the elementary component of the East Providence Career Education Pilot Project, attempts to develop decision making skills, self direction, career awareness, and basic skills through greater individualization of instruction. This was accomplished by organizing activities around career-oriented interest centers and having ad hoc grouping of students work on basic skills. The document briefly discusses the program's principles, goals, career awareness, teaching methods, teaching techniques, classroom environment, the learner, interest or activity centers, basic learning skills, program content, a classroom diagram, steps for implementing the program, a self evaluation system, and a detailed outline of career education objectives and content. (Author/BP)

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CAREER AWARENESS

FOR

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ELEMENTARY SCHOOLS

east providence school department
east providence, rhode island

CE003437

preface

Career Education is now spreading throughout the United States. Granted, there are as many different kinds of programs as there are school districts in which to implement them.

The program presented here is patterned after the Elementary Component of the East Providence Career Education Pilot Project. Changes in methods and techniques have occurred periodically since the inception of the program in September, 1972. Most certainly since Career Education is preparation for a future which is extremely difficult to foresee, more change is the only thing of which we can be sure.

In any event this is where we are now.

principles

Children learn in varying styles and at varying speeds. They should acquire the basic academic skills, but at the pace and in the style most suitable to them.

Children should develop a sense of independence, self direction and responsibility and should be able to make wise choices about the things that affect them.

Children learn best when they can focus on objects of interest to them. Children should become aware of the world outside of school including the world of work. Jobs, occupations, and careers are of natural interest to children and can be used as a motivation to learn.

goals

Before a discussion of career education can commence it is important to note that the incorporation of the concept of career orientation into any program of elementary education does not relieve educators at these levels of their primary responsibility of teaching the "three R's." Career Education is seen as a vehicle or delivery system which can enhance the teaching of the basic skills by making classroom instruction more relevant or meaningful to the student. Therefore, there are three parallel goals at the elementary level presented here without regard to priority. These are:

- development of basic skills in reading, communications, and mathematics,
- development of an as yet undefined level of self-direction and decision-making capabilities,
- development of an awareness of the general characteristics of careers.

awareness

The main thrust of Career Education at the elementary level is to enable students to be:

- aware of the fact that people work
- aware of the many different kinds of work people do
- aware of the tools people use and the skills involved
- appreciative of the dignity of work
- more positive in their attitudes toward school, acquiring self-direction and decision-making capabilities

This then is an awareness program at the elementary school level.

methods

This career awareness can be brought about on a supplemental and support basis:

- through the availability and use of career information books
- through the availability and use of task cards and individual learning packets
- through the classroom environment (especially bulletin boards, classroom organization, etc.)
- through the use of career oriented role playing and simulation games
- through the use of occupationally oriented hands-on experiences
- through the use of community resources in and out of the classroom (including parent volunteers)
- through the use of field trips to occupational sites

techniques

The goals of such a program can be accomplished by integrating career awareness activities with basic skill instruction applying these techniques:

- activity or interest centers
- independent work
- individualized instruction
- ad hoc groupings for reading instruction or for work with students at differing levels of achievement
- listening centers
- task cards and/or individual-learning packets
- "brainstorming"
- unit projects

approach

The most effective programs in career awareness are found where instruction is individualized in a school or classroom environment that reflects an open attitude. This environment is best characterized by a reasonably relaxed educational atmosphere showing evidences of occupationally oriented interest centers. Each of the interest or activity centers allows the student easy access to experiences or information related to a career area. This experiential approach encourages the modification of the physical arrangement of student furniture since the more traditional subject-matter centered program of instruction is giving way to the more realistic learner-centered approach.

the learner

The learner-centered approach includes the concept of utilizing teachers in the counseling role. Children are allowed to determine the general outline of their school day by the choice of interest centers and of the activities that they would perform in those centers. In many cases they will develop the ability to direct their own lives because it is expected of them. Self-direction can be attained only by experiencing it and practicing as a normal part of daily living. These skills are not cognitive, they become truly operational only when they are conditioned or habitualized. Organizing or structuring a classroom where students constantly make decisions on their own under the watchful eye and guidance of the teacher reinforces self-direction as a behavior pattern.

centers

Operationally, the key is to implement a modified classroom program with several occupationally-oriented interest or activity centers as a means of

organization. The interest center set-up allows the teacher to achieve movement toward the objectives of self-direction and decision-making as well as an awareness of careers immediately upon creation. Each interest center allows the student access to experiences or information related to a career area. Daily exposure to the various interest areas and their hands-on career related activities fosters career awareness. Supplementary to the interest centers, teachers can employ small and large group occupationally oriented field visits and the expertise of community resource people in the classroom to enhance career awareness.

basics

The goal of instilling a working knowledge of the "three R's" utilizing the interest center structure affords the teacher two additional methods of working on basics.

The first method is that of drawing small ad hoc groups of students from the interest centers for special work on skill building in phonics, numbers, etc., and the second method has to do with using the interest center activities primarily as a technique in maintaining order with the non-directed members of the class. Interest center activities, especially in the lower grades, will be mostly non-differentiated, manipulative activities that have high interest but low levels of content. As the interest centers evolve and teachers develop competencies in their use, the center activities will become more career oriented and can be used to teach the "three R's" in addition to career awareness and self-direction skills. While the centers develop, the ad hoc groupings will insure that the necessary skills are being taught.

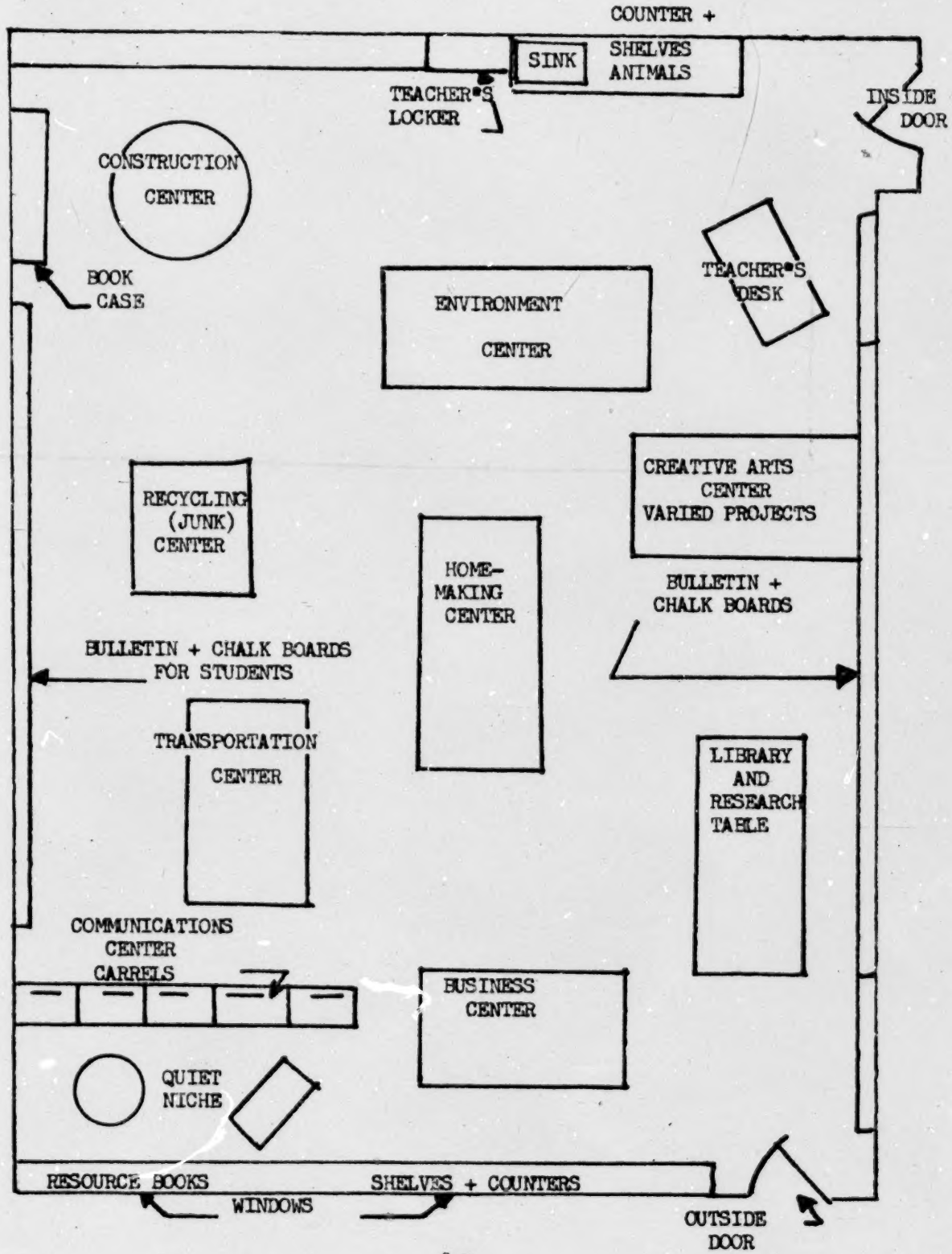
content

At the upper elementary level the interest center activities, of necessity, must possess higher levels of content from the beginning. Therefore teachers in the fourth, fifth, and sixth grades will experience more difficulty in setting up workable interest centers, as purely manipulative functions will be insufficient. At the outset these teachers should tend to utilize activity options on a daily basis which will give the student the opportunity to select direction, achieve some awareness of occupations, and while doing so, learn math, English, social studies or science skills. Again, as the teacher builds a repertoire of activities, and becomes more attuned to the more functional classroom, interest centers can be set up as the primary organizational pattern for the classroom. (An accompanying diagram is an example of how an elementary classroom could be organized.)

summary

In summary, an elementary program of career education attempts to develop decision-making skills, self-direction, career awareness and basic skills through greater individualization of instruction. Coincidentally by organizing activities around career oriented interest centers and using ad hoc groupings of students, work on basic skills will become more meaningful, interesting and hopefully more productive.

MODEL
SELF-CONTAINED
CLASSROOM
CAREER EDUCATION



implementation steps

1. Identify and list the skills that are to be learned.

2. Identify materials that teach each skill and relate them by coding to the skill list. Format them so that they can be used individually. Be sure to select and offer opportunities for multiple modalities in instruction.

3. Select or develop diagnostic and competency measures for each skill.

4. Develop a recording system for charting each child's progress and for the control and assignment of materials.

5. Set up an assignment system that allows students time flexibility either on a daily or weekly basis. Students should be able to help determine mandatory and optional assignments.

6. Set up career oriented interest areas (one at a time) which include information and pictures about the careers, a variety of manipulative activities, and math and reading skill building activities keyed to your skill list.

7. Devise a system whereby children can choose on a daily basis, the interest center at which they will work. This then becomes your physical control system, students can then do the mandatory and optional assignments at the interest center. Maintain the use of ad hoc groupings for skill building sessions.

8. Devise small and large group career oriented activities, field trips, resource speakers, mass production simulations, small businesses, post offices, and the like, as necessary.

Self Evaluation of Career Education

Instruction

This self evaluation system has been developed by the Minnesota Research Coordinating Unit at the University of Minnesota. It serves a two fold purpose:

1. The format set forth here provides an outline of the kinds of activities that can be utilized to integrate career-oriented activities into your curriculum.

2. The system provides you and your project director with feedback about your instructional activities related to career education that will assist you to constantly improve your program.

DAILY INSTRUCTIONAL ACTIVITIES IN CAREER EDUCATION

DARKEN ONLY ONE CIRCLE IN EACH OF THE THREE CATEGORIES

		1	2	3	4	5
1. Instructional Resources and Methods	Field trip	0	0	0	0	0
	Workers in class	0	0	0	0	0
	Work-observation-interview	0	0	0	0	0
	Work experience (cooperative training)	0	0	0	0	0
	Use of career information resource/center	0	0	0	0	0
	Use of counselor in class	0	0	0	0	0
	Audio-visual presentation	0	0	0	0	0
	Role Playing (Plays, Skits, Etc.)	0	0	0	0	0
	Career Games	0	0	0	0	0
	Presentation-discussion	0	0	0	0	0
	Class projects	0	0	0	0	0
	Team teaching	0	0	0	0	0
	Simulated work experience	0	0	0	0	0
	Individualized instruction-independent study	0	0	0	0	0
2. Organization	Separate units	0	0	0	0	0
	Separate classes	0	0	0	0	0
	Integrated with course content	0	0	0	0	0
3. Evaluation	Excellent interest and motivation	0	0	0	0	0
	Average interest and motivation	0	0	0	0	0
	Poor interest and motivation	0	0	0	0	0

4. AMOUNT OF INSTRUCTIONAL TIME (Darken circle for HRS. or Mins. or both)	MIN 1 HRS	MIN 2 HRS	MIN 3 HRS	MIN 4 HRS	MIN 5 HRS
	(10) (1)	(10) (1)	(10) (1)	(10) (1)	(10) (
	(20) (2)	(20) (2)	(20) (2)	(20) (2)	(20) (
	(30) (3)	(30) (3)	(30) (3)	(30) (3)	(30) (
	(40) (4)	(40) (4)	(40) (4)	(40) (4)	(40) (
	(50) (5)	(50) (5)	(50) (5)	(50) (5)	(50) (
5. AMOUNT OF PREPARATION TIME (Darken circle for HRS or MINS. or both) NONE	0	0	0	0	0
	(10) (1)	(10) (1)	(10) (1)	(10) (1)	(10) (
	(20) (2)	(20) (2)	(20) (2)	(20) (2)	(20) (
	(30) (3)	(30) (3)	(30) (3)	(30) (3)	(30) (
	(40) (4)	(40) (4)	(40) (4)	(40) (4)	(40) (
	(50) (5)	(50) (5)	(50) (5)	(50) (5)	(50) (
6. NUMBER OF PEOPLE OR STUDENTS INVOLVED (Darken two circles for each activity) (e.g. Darken 09 for nine students Darken 90 for ninety student)	(0) (0)	(0) (0)	(0) (0)	(0) (0)	(0)
	(1) (1)	(1) (1)	(1) (1)	(1) (1)	(1)
	(2) (2)	(2) (2)	(2) (2)	(2) (2)	(2)
	(3) (3)	(3) (3)	(3) (3)	(3) (3)	(3)
	(4) (4)	(4) (4)	(4) (4)	(4) (4)	(4)
	(5) (5)	(5) (5)	(5) (5)	(5) (5)	(5)
	(6) (6)	(6) (6)	(6) (6)	(6) (6)	(6)
	(7) (7)	(7) (7)	(7) (7)	(7) (7)	(7)
	(8) (8)	(8) (8)	(8) (8)	(8) (8)	(8)
99 or more students	(9) (9)	(9) (9)	(9) (9)	(9) (9)	(9)

DARKEN AT LEAST ONE CIRCLE IN EACH COLUMN, BUT DARKEN AS MANY AS APPLY TO EACH ACTIVITY

				1	2	3	4	5	6	7
7. CAREER EDUCATION OBJECTIVES AND CONTENT	Students		Mental-physical abilities	○	○	○	○	○	○	○
			School and work abilities	○	○	○	○	○	○	○
			Personality, attitudes	○	○	○	○	○	○	○
			Educational needs, goals	○	○	○	○	○	○	○
			Occupational needs, goals	○	○	○	○	○	○	○
	Work Roles	General	Importance of work	○	○	○	○	○	○	○
			Socio-economic impact	○	○	○	○	○	○	○
			Change in work roles	○	○	○	○	○	○	○
			Kinds of careers	○	○	○	○	○	○	○
		Requirements	Ability requirements	○	○	○	○	○	○	○
			Educational requirements	○	○	○	○	○	○	○
			Working conditions	○	○	○	○	○	○	○
			Employment policy and demands	○	○	○	○	○	○	○
		Workers	Mental-physical abilities	○	○	○	○	○	○	○
			Needs and satisfaction	○	○	○	○	○	○	○
			Educational needs, goals	○	○	○	○	○	○	○
	Planning Process		Relating work to non-work roles	○	○	○	○	○	○	○
			Need for career planning	○	○	○	○	○	○	○
			Processes of career planning	○	○	○	○	○	○	○
			Locating and using information	○	○	○	○	○	○	○
			Career and educational opportunities	○	○	○	○	○	○	○
			Educational role planning	○	○	○	○	○	○	○
	Occupational Areas		Construction	○	○	○	○	○	○	○
			Manufacturing	○	○	○	○	○	○	○
			Natural Resources	○	○	○	○	○	○	○
			Transportation	○	○	○	○	○	○	○
			Marketing and advertising	○	○	○	○	○	○	○
			Communications	○	○	○	○	○	○	○
			Government and finance	○	○	○	○	○	○	○
			Public Utilities	○	○	○	○	○	○	○
			Education and research	○	○	○	○	○	○	○
			Health and welfare	○	○	○	○	○	○	○
			Recreation	○	○	○	○	○	○	○
			Arts and entertainment	○	○	○	○	○	○	○
			Personal services	○	○	○	○	○	○	○
			Consumer and homemaking	○	○	○	○	○	○	○
	Occupational Level(s)		Professional and technical	○	○	○	○	○	○	○
			Managers and owners	○	○	○	○	○	○	○
			Clerical	○	○	○	○	○	○	○
			Sales and service	○	○	○	○	○	○	○
			Craftsmen	○	○	○	○	○	○	○
			Operatives and laborers	○	○	○	○	○	○	○
8. Form Completion Time per Activity (Column)			Under 3 minutes	○	○	○	○	○	○	○
			3-6 minutes	○	○	○	○	○	○	○
			Over 6 minutes	○	○	○	○	○	○	○

ELABORATION OF CAREER EDUCATION OBJECTIVES AND CONTENT

A. Individual Students

1. Mental and physical abilities and aptitudes—strength, vision, intelligence, etc.
2. School and work abilities and aptitudes—computational, mechanical, musical, clerical, etc.
3. Personality traits—attitudes, preferences, interests, values, impact on others and awareness of that impact, etc.
4. Educational needs, preferences, interests, goals, aspirations, expectations, etc.
5. Occupational needs, preferences, interests, values, needs, motivations, aspirations, expectations, etc.

B. Work Roles and Workers

1. Work in general—importance and desirability of work, social and economic considerations, changing roles, kinds of careers, etc.
2. Requirements of occupations or clusters—physical and mental abilities, educational level, working conditions (cleanliness, temperature) union and employer policies, etc.
3. Workers traits in occupations or clusters—mental and physical abilities, satisfactions, educational level, turnover, advancement, etc.

C. Planning Process

1. Relating work to non-work roles—leisure, avocation, social, political, etc.
2. Need for career planning—preparation, responsibility, autonomy in decision making, etc.
3. Processes of decision making—relating self to work roles, evaluating information, considering significant others, test out tentative choices, cope with or alleviate discrepancies, etc.
4. Locating and using information—resource materials, resource people, evaluating information, etc.
5. Career and education opportunities and availability—costs, time required, location, etc.
6. Educational role in planning—effects of educational choices, application of ability, etc.

D. Occupational Areas

1. Construction—buildings, streets, highways, airports, dams, canals, etc.
2. Manufacturing—making, assembling, maintaining or repairing labor saving, convenience, recreational, or luxury type appliances, materials or items, etc.
3. Natural resources—agri-business, mining, petroleum occupations, forestry, fisheries and other marine occupations, wildlife conservation, environmental occupations, etc.
4. Transportation—transporting goods or people by air, land or water.
5. Marketing and advertising—storage, wholesale and retail distribution, outdoor advertising, modeling, commercial art, etc.
6. Communications—books, magazines, newspapers, radio, television, mail service, verbal assistance telephone service, etc.
7. Government and finance—elected or appointed governmental officials and occupations in governmental agencies, banking, stocks and bonds, etc.
8. Public utilities—electricity, gas, water, telephone facilities, sewer, etc.
9. Education and research—occupations in private or public educational institutions or schools and industrial training programs, and research concerning the education, behavior or welfare of people, etc.
10. Health and welfare—public or private health occupations, social welfare, economic welfare, police protection, fire protection, garbage collection, etc.
11. Recreation—management, supervisory, and service occupations in participative games, camping, fishing, boating, swimming, parks, recreational areas, etc.
12. Arts and entertainment—painting, sculpture, acting, dancing, music, writing (literature, etc.), professional athletics and games, etc.
13. Personal services—barber, cosmetologist, manicurist, chauffeur, bus boy, etc.
14. Consumer and homemaking—motel and hotel occupations, food service, tailoring, cleaning, homemaking, etc.

E. Occupational Levels

1. Professional and technical—teacher, doctor, engineer, consultant, lawyer, etc.
2. Managers and owners—business man, farmer, contractor, supervisor, business manager, etc.
3. Clerical—stenographer, secretary, clerk, bookkeeper, accountant, teller, etc.
4. Sales and service—sales, personnel service, auditor, routeman, partsman, cashier, etc.
5. Craftsman—mechanic, carpenter, plumber, engraver, embalmer, watchmaker, etc.
6. Operatives and laborers—truck driver, fork lift operator, carpenter's helper, custodian, dish-